

Developing Portfolio

This electronic portfolio is required by the School of Education (SOE) as a component for admission into student teaching. This portfolio is in an electronic format only. The artifacts in this portfolio document your growth and development toward meeting the ten SOE competencies. The artifacts should document a meaningful connection between theory and practice, integrating coursework and field experiences.

The Developing Portfolio is a work in progress, and therefore should be in a continual state of development. It should contain **at least one artifact for each competency** along with an explanation (rationale) of that artifact's significance in providing evidence of meeting that competency, demonstrating thoughtful preparation. The full text of the competency should be included. These explanations should not just provide a description of the artifact, but tell why that artifact was chosen, what you learned from the experience, and how you might use the information gained to improve your practice.

Your portfolio should be neat and attractive, yet its appearance should not overshadow the work it contains. There should be no errors in the use of the conventions of standard written English.

It is important that you begin collecting evidence for this portfolio in your Curriculum class. Make copies of Dispositions forms and lesson evaluation forms from each of your teachers and professors before you turn them in. It is strongly recommended that you find an electronic storage place for all your portfolio materials, as this will make creating your electronic portfolio much easier.

Contents for Developing Portfolio

Domain	Possible Artifacts	Course
<i>Introduction</i>	Introductory statement about you; resume; philosophy statement; philosophy of education	Technology ED 200
<i>Knowing 1 – Content</i> A knowledge of discipline specific content and curriculum appropriate for their chosen teaching field.	List of content courses and grades related to your major; GPA; GACE scores; research paper from content class; unit	ongoing
<i>Knowing 2 – Pedagogical Content</i> A knowledge of the intellectual, social, physical, and personal development of diverse learners and appropriate instructional strategies to teach children in diverse cultural contexts.	List of pedagogical courses and grades; paper on development of learners; evaluation of a lesson showing use of variety of strategies to meet needs of diverse learners	Curriculum Methods
<i>Sharing 1 – Planning</i> The ability to design effective learning activities for all learners based on their knowledge of discipline specific content and curriculum, students, learning environments, and assessment.	Lesson plan showing differentiated instruction, modifications for special needs, adaptations for learners; student work	Curriculum Methods
<i>Sharing 2 – Resources and Technology</i> The ability to select and use appropriate curriculum resources including current technology to enhance instruction for diverse learners.	Technology-connected lesson; resource file; lesson plan showing use of variety of resources; pictures showing use of technology or various resources; student work	Curriculum Methods Technology
<i>Sharing 3 – Instruction</i> The ability to effectively organize, manage, and facilitate a learning environment which engages learners in active learning and positive social interaction.	Lesson plan and evaluation showing use of groups to enhance instruction; pictures of this; student work; check sheet showing coverage of curriculum goals/concepts/skills to be used in a group project	Curriculum Methods
<i>Sharing 4 – Assessment</i> The ability to develop and utilize a variety of formal and informal assessment strategies to ensure the continuous development of all learners.	Formal and informal assessments used; student work where these were used; teacher candidate-made test; pre/post test; commentary observation record of special needs students; rubric	ED 310 Methods
<i>Caring 1 – Learning Environment</i> The ability to create a safe and stimulating learning environment conducive to all learners.	Video of teaching; evaluation of the lesson; lesson plan; examples of items created to motivate students (awards, etc.); interest inventory; game; photos of bulletin boards or projects; photos of students doing hands-on activity or group work	Methods
<i>Caring 2 – Student Learning</i> The ability to monitor and manage the classroom so that learners effectively attain desired learning outcomes.	Lesson plan with reflection on student learning; student self-evaluation; differentiated lesson plan; lesson showing adaptations for special needs; lesson showing planning and organizational skills with several activities going on at once; student learning assignment	Methods
<i>Caring 3 – Cooperative Partnerships</i> The ability to form home and community partnerships to foster student well being and learning.	Letters to parents; Community resource file; parental involvement plan; pictures of speakers from community; teacher-created Web page or blog	Curriculum Methods
<i>Caring 4 – Professional Development</i> The ability to grow professionally as a teacher.	Reflection about lesson; organization membership; participation in meetings with cooperating teacher; professional development plan; self-evaluation; conference attendance	Curriculum Methods